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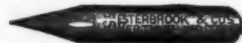
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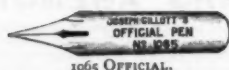
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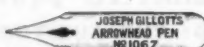
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A Weekly Journal of Education.

Vol. LVI.

For the Week Ending May 14.

No. 20

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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions must be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

The world is slowly beginning to realize the possibilities of the common school. The idea is gradually taking root that it ought to be a culture center. The school may be made the most powerful lever for inculcating nobler thoughts and disseminating higher ideals. The problem is immense and cannot be solved in a year or even a score of years. But there are many evidences that the realization of this idea is under way. Thus there are the people's lecture courses originated in New York city; the public education associations in Brookline and elsewhere; school receptions such as were given by the thoughtful citizens of Malden, Mass.; the parents' days of Brooklyn, and other cities; school visiting weeks in Creston, Iowa.

Perhaps the most notable attempt to systematize and harmonize art decoration and art instruction in a pedagogical way and on a large scale is the plan now in operation in the Boston public schools. This plan has been devised by Mr. James Frederick Hopkins, the director of drawing, to whom *The School Journal* is indebted for the splendid article on pictures in the school-room to which the greater part of the present number is given. It is believed that no more sensible, thoroughly helpful, detailed suggestions have ever been offered to educators and it is hoped that the contribution will be a means of aiding the movement and of winning over those who still object to it because of the unpedagogical way in which this matter has usually been presented.

The Cleveland plan of introducing art works in the school is described on page 586 and will be of interest particularly to superintendents and principals of schools that are just taking their initial steps into this field.

Not the least eloquent among these encouraging signs of the progress in recent years is the widespread interest taken in the beautifying of school-rooms. Some day when this phase of the movement is traced back, the source may be found in Mr. Ruskin's unceasing appeals to the art impulses that have so long been dormant in the hearts of Anglo-Saxons.

Artists—and among them the teachers of art take a leading place—have been quick to recognize the opportunity as one of highest importance for the fos-

tering of art culture. It is true that they found the ground well prepared by the disciples of Froebel, whose pleas had made intelligent parents and teachers generally more willing to afford the child training for the development of the creative side of his nature. Still it must be admitted that the bulk of the credit belongs to the artists rather than the teaching profession. This is the reason why the results are not always justifiable by pedagogic laws. It takes more than an artist, it takes an educator who has made a thorough study of the child and child nature, and who possesses a fine artistic taste to determine what material in this vast field is a desirable addition to the child's educative environment.

A great deal is expected from this movement for the introduction of art works in the schools. Yet this is not all. The beautifying of the school-room can be accomplished with natural objects such as greens and flowers as well as with pictures and statuary. Both nature and art must be called into the educational service. On page 586 will be found a hint for artistic floral decoration. The resourceful teacher will know of many other ways for making the school-room cheerful and attractive, in filling it with what will contribute to the shaping and ennobling of the pupils' characters. There is much in the trite old saying, "As is the teacher so is the school," but the teacher here comprises all the educative influences that affect the pupils in school. The personality of the teacher of course stands first, but that does not render the consideration of the other factors less important.

On page viii. of the Traveling Supplement sent out with this number, will be found a splendid map of Cuba. It is the most accurate map that has come to our notice, and has been produced at considerable expense. *The School Journal* is indebted to "The Literary Digest" for the privilege of reproducing it. We hope that it will prove a valuable school-room help to our readers.

The present number contains the first of *The School Journal's* annual series of Summer Traveling Guides. Besides the announcement of railroads, there is given a list of summer schools and educational meetings. The editors will be glad to make any additions and corrections that are found desirable in these lists. The article presenting the question of the expense of a European trip embodies a great deal of valuable information not to be found in any other form. It ought to prove very useful to those who are contemplating a summer abroad.

# Pictures in the School-Room.

By James Frederick Hopkins, Director of Drawing, Boston Public Schools.

One of the most general, valuable, and interesting movements in the educational world of to-day is the extension of the effort for art education in the public schools. No matter from what side we approach the subject, we are forced to admit that it is a movement for breadth, and like the good old saying from the Talmud, "The breadth of the school children is the salvation of the world," has much to commend it.

This movement for a broader culture upon the part of our future citizens has had to elbow its way into public favor under many disguises, but it is here, and here to stay; to remain unchallenged as a legitimate part of the education of our boys and girls.

A generation hence this movement will show a fruition in an art-loving public, and in a people imbued with a true taste, not alone a favored class of so-called art patrons, but a broad-minded American people, rich in a worthy civic taste, which neither knows wealth or poverty, nor recognizes race or creed.

Two phases of this art-educating influence which stand prominently before our American public are the movement for the decoration of the school-room, now receiving the attention throughout the country which its importance truly deserves, and its inter-related yoke-fellow, the study of pictures by our boys and girls.

The subject of school-room decoration deserves the thoughtful interest of every energetic citizen co-operating in the development of the public schools. It is a feature which, if rightly managed, possesses an immense leverage for good, because it is based upon principles which are as sound as they are educationally strong.

Contrast the school-room of to-day with the primary, grammar, or ungraded room which we remember. Far too often they were bare and uninviting; places where a certain amount of study was to be accomplished, necessary fixtures in an educational scheme, but, nevertheless, rooms which were entered dutifully at nine o'clock, and quitted with joy and alacrity when the hands of the clock crept around to four. Yet, it was in just such school-rooms, and at the most impressionable periods of our lives, that we spent a large proportion of our waking hours. The only bright spots which we remember in those class-rooms were the sweet-faced teachers.

The dawning of a new era, another class-room, and a different education is upon us. The teacher of to-day conceives her mission to mean the training of the mind to see, to think, and to act. Her delight is to watch the development of power, and not the slavish working of tasks. She introduces the child to an uplifting environment, brings broadening influences to bear upon the mind, and plans to lay the foundation for a true culture, which shall lead to wise, right living, and to a better manhood and womanhood. In thus fostering the growth of a soul upward and outward, the

teacher of to-day utilizes the productions of the great thinkers and workers of all times. The best literature of the great authors plays its part in the educational effort, and the artistic masterpieces of all the ages repeat their story to the nineteenth-century child.

There comes before me a picture of the modern school-room, a composite picture, not with features of any one, but yet with true features, suggestive of the many. I see a room which it is a pleasure to enter; the room of a loyal, earnest teacher. Upon the desk stands a simple vase of charming form and color, from which a flower of the season nods to the children. The walls are pleasantly tinted, tastefully hung with appropriate reproductions in photography or engraving. The blackboards are no longer rusty black, but a rich green, harmonizing with the warmth of the woodwork. Along the top of the "blackboard" runs a shelflike molding, supporting casts or bright effects of pottery, from which shelf hang inexpensive curtains of fine color and design. At the windows are boxes for the fresh, green, or budding flowers of the in-door gardens, and over all and everywhere streams the sunlight, doing what it can to satisfy the innate belongings for out-of-door life, so characteristic of the child. From such a school-room comes the statement of a boy who could not be induced to leave his lessons; no, not for a morning; and the temptation offered was a tour of Christmas shopping.

It was Mr. John Ruskin, in England, who first suggested the germ of this movement now so prominent on both sides of the water. The first words upon this subject are full of earnest thoughtfulness, of a far-seeing policy, which should change the bare and uninviting rooms of the English schools to places wherein, from the influence of the environment, better work should be done; from which broader-minded boys should go out, to develop into more refined and keenly sensible men. How well he sums up this influence upon the boy of a beautiful environment of the school-room decorated with the examples of the work of great men. "How many a resolution which would alter and exalt the whole course of his inner life might be formed, when in some dreamy twilight, he met . . . . the fixed eyes of those shadows of the great dead, unspeakable and calm, piercing to his soul, or fancied that their lips moved in dread reproof or soundless exhortations. And if but for one out of many this were true, if yet in a few you could be sure that such influence had indeed changed their thoughts and destinies, and turned the eager and restless youth . . . . to that noble life race, that holy life hazard, which should win all glory to himself and all good to his country, would not that, to some purpose, be political economy of art?"

The first practical movement on American soil which made for this change in school-room conditions was attempted much earlier than is generally supposed. It was in 1870 that Mr. Charles C. Perkins and Mr. John

D. Philbrick began the decoration of one of Boston's school buildings by placing in the hall of the new girls' high school the frieze of the Parthenon and many classic busts and statues. The hall had been built with this decoration in view, and for nearly thirty years these decorations have inspired the students working under this influence. Like all similar efforts since, the cost of this undertaking was met by private subscription.

This American effort was finished almost ten years before the Art for Schools Association, generally supposed to be the parent body, was established in London. Mr. Ruskin was its president, and many noted artists and educators were among the list of officers and members. This English society organized with six varied purposes, all contributing to the general result. They desired to secure examples suitable for the purpose, and to furnish them to schools, at cost price; to reproduce examples; print a recommended list, and explanatory books which might be sent out with collections; arrange loan associations, and keep permanently on view some standard collections.

Almost twelve years later came the Public School Art League, aiming to work along very similar lines to those laid down by the English society, and destined to awaken much interest in the subject in American schools.

In the last few years, the idea of bringing beauty into the schools has spread all over the nation. Exhibitions have been held, lists prepared, money raised, and school-rooms decorated; so that to-day the influence is widespread. Could Mr. Ruskin but realize what his thoughts have brought into being, and how far-reaching and valuable the outcome has been, he might, indeed, feel that this suggestion, one of the many of a busy life, had not been in vain.

This movement for school-room decoration is one which must be met by private subscription, and should never look to the municipality for its support. The most that can be expected from the school authorities is, that when a new building is erected, or an old one comes up for repairs, they will see that the walls are harmoniously tinted, the boards treated in deep green, instead of black, and proper picture moldings provided. If a narrow shelf be placed over the "black-board," much more can be accomplished for decorating the room. Casts, pictures, curtains, or window boxes must come from the friends of the school. Entertainments by the children, gifts of graduating classes, subscriptions from alumnae associations, woman's clubs, and similar organizations will do much to aid this effort to success. Few schools throughout this country complete a year without the loss by death of some hopeful pupil. Perhaps parents or friends will be glad to contribute for some reproduction of a famous artist's work or a beautiful cast which, as a memorial, shall keep the memory green of the little student who has graduated to a higher life.

One thing which must be carefully kept in mind in the selection of pictures and casts for the decoration of any class-room is, that the examples chosen must be within the scope of the pupils who sit beneath their influence. It is not the standpoint of the teacher or that of the contributing society, but the standpoint of

the child, which must be considered. Truly what the teachers who desire to do a good thing, has most to contend with is those who come bearing gifts; not of money, but of examples.

Good things in color must not be neglected. Good color is hard to find, but now and then a fine example can be secured. The Japanese print is often valuable, and there are always the inexpensive examples of pottery, fine in color and design from that same artistic hand.

Picture study should not be for amusement alone, for entertainment solely, or wholly for the decoration of the school-room. Its purpose is broader, larger, and more dignified than any of these. It is a feature of our public school courses, because the influence of the art example is a vital power in our daily life, and should be utilized as the legitimate heritage of our boys and girls. Picture study, like the study of gems of literature, should acquaint the children with that which is good in contrast to that which is weak or unsatisfactory.

The pictures should be studied in grammar and primary grades for the messages they may tell, for the spirit which the artist wished to awaken, and which lives and breathes, though the authors have long since passed away.

A great picture is something to know; to think about; to love; so that in dark hours we may conjure up the vision as a memory-gem.

It is, of course, a grand composition, marvelously arranged, and wrought by a master hand.

We should think of picture study as we do the question of literature for the corresponding grades of school. It is the message which the poet's stanzas breathe to our modern life; the pictures which his words conjure into being; that make the masterpieces so dear to us. It is the sighing of the wind in the tops of the hemlocks; the picture of the deep-blue green of the trees upon the hillside; the sunset burning red among their lower branches, which rises before us from above the tranquil current of those picture-making, soul-satisfying lines of the

"Forest primeval. The murmuring pines and the hemlocks,

Bearded with moss, and in garments green, indistinct in the twilight."

It is only with mature years that we fully appreciate the poet's choice of his meter, his grand selection, composition, and grouping. Herein lies an opportunity for misdirected effort in our picture study. To expect the grammar or primary child to appreciate the artist's technique, or the subtilty of his composition is less to our advantage; indeed, if it be educationally practical, than to recognize the story which the artist, through his picture, may tell to mankind. There is a close touch in this respect between literature and picture study, and right methods of the one should apply to our experimental work with the other.

Picture study must be within the grasp of the child's mental capacity; a part of his world and his thoughts—that world which from the standpoint of this article commences with the first morning, and closes on the



platform of the class graduating to the high school.

Our picture study must be governed by the pictures available and ready at hand. Only in a few cases should subjects be chosen which are not reproduced in inexpensive mediums. But, fortunately, for those who would outline such study, almost all the good things are now obtainable, at prices within the reach of all.

It has been suggested that the inexpensive reproductions of these pictures be mounted and placed in the hands of the pupils; better still, let them become, wherever possible, the pupils' very own. The influence of picture study in the schools is great; its influence upon the homes from which the children come will be just as far-reaching; indeed, its value cannot be overestimated.

The five or ten pictures, studied each year, if really the property of the child, would have an immense influence for good, and slowly the inartistic prints, or cheap chromos, in the home would be replaced with something better.

There are certain definite principles which should govern the selection of subjects; not only should pictures be selected which appeal to the child, but they should have some sequence, both as to grades and to the program of the year.

Our movement for art education owes much to the helpful and inspiring impulses of the kindergarten. Not only has it given us broad ideas of form-study and color, but suggestions for the study of nature; and its application to school-room conditions have been exceedingly valuable and helpful. The effort of the kindergarten introduces a program based upon the changing seasons, the grand holidays, or the birthdays of our great men. The kindergarten child is led to recognize in the fall the season of harvest; of nature's beautiful provision for man, and all the beauty of this season of the year. Christmas, with its joy in glad-giving, the giving of child to parent, as well as parent to child, leads upward to the grandest and greatest gift of all, the coming of the Christ Child among men. With the mid-winter season, it is but a step from the spiritual ideal to the patriotic; the ideal of great men as typified in our Washington and Lincoln. Early and late spring each bring their lessons of interest; of man's contact with nature; his utilization of her forces; the time of nurture, of young life, and its dependence for support.

This kindergarten program is sound and far-reaching; far beyond the little lives for which it is planned, and offers an outline upon which picture study might wisely be based. Thus, the first pictures introduced in the fall might be those of the harvest season. Christmas, with its wealth of material, comes next, with the masterpieces of all the ages breathing "peace on earth, good-will toward men." The midwinter, and its ideals of great men, leads us, naturally, to the old masters; those painters of ideals. Early and late spring, with man's utilization of nature's materials and her budding life, offers opportunities for the work of modern men, or pictures of the springtime.

The examples chosen for study in primary grades must tell a story within the comprehension of the children. So, indeed, must the pictures of all grades; but

we must not make the mistake of "talking down" to the children. They are ready to meet us more than half way, and the well-selected masterpiece often appeals to them in ways which we do not suspect.

Here is the opportunity for child study, seeking to ascertain what is of value, and what does carry its message to the little people. Yet, in undertaking such an effort, care must be exercised to have the childish opinions unbiased and free from teacher's influence, for the little folks are quick to attempt to see and feel that which they have reason to believe is expected of them.

Many different lists for picture study might be arranged by as many different educators, for there is the wide field of examples to choose from. The list of subjects which interest children in the public schools of Boston has been arranged to cover alternate months during the school year, thus providing for five series, as illustrated in the following list:

#### HARVEST SERIES. OCTOBER.

I. Grade.	The Cat Family.	Adam.
II. "	Girl with Cat.	Hoecker.
III. "	September.	Zuber.
IV. "	The Balloon.	Dupré.
V. "	The Shepherdess.	Millet.
VI. "	Oxen Going to Labor.	Troyon.
VII. "	The Gleaners.	Millet.
VIII. "	The End of Labor.	Breton.
IX. "	The Haymaker.	Adam.

#### CHRISTMAS SERIES. DECEMBER.

I. Grade.	Arrival of the Shepherds.	Lerolle.
II. "	Holy Night.	Correggio.
III. "	Madonna Under the Arbor.	Dagnan-Bouveret.
IV. "	Rest in the Flight.	Knaus.
V. "	Sistine Madonna.	Raphael.
VI. "	Holy Family.	Murillo.
VII. "	Madonna, Christ Child, and St. John.	Bouguereau.
VIII. "	Boy Jesus in the Temple.	Hofmann.
IX. "	Christmas Chimes.	Blashfield.

#### MASTERS' SERIES. FEBRUARY.

I. Grade.	Baby Stuart.	Vandyck.
II. "	Prince Don Balthazar.	Velasquez.
III. "	Portrait of an Old Woman.	Rembrandt.
IV. "	Madonna of the Chair.	Raphael.
V. "	Madonna Under Apple Tree.	Rubens.
VI. "	Meyer Madonna.	Holbein.
VII. "	Assumption.	Titian.
VIII. "	The Angelus.	Millet.
IX. "	The Fighting Téméraire.	Turner.

#### MODERN SERIES. APRIL.

I. Grade.	Charitas.	Thayer.
II. "	Frightened Bather.	Dumont-Breton.
III. "	Mother and Daughter.	Lebrun.
IV. "	Pilgrim Exiles.	Boughton.
V. "	Queen Louise.	Richter.
VI. "	Reading from Homer.	Alma-Tadema.
VII. "	Joan of Arc.	Bastien-Lepage.
VIII. "	The Golden Stairs.	Burne-Jones.
IX. "	The Prophets.	Sargent.

#### SPRING SERIES. JUNE.

I. Grade.	The Nursery.	Waterlow.
II. "	Watering Trough in the Meadow.	Dupré.
III. "	The Butter Maker.	Millet.
IV. "	The Shepherdess.	Lerolle.
V. "	Song of the Lark.	Breton.
VI. "	The Rainbow.	Millet.
VII. "	At the Watering Trough.	Dagnan-Bouveret.
VIII. "	Dance of the Nymphs.	Corot.
IX. "	Aurora.	Reni.

Much interest will be developed upon the part of the children, if they are led to appreciate just what the picture may represent, and some of the reasons which led the artist to embody his ideas and feelings on can-

## Harvest Series.



Girl with Cat.  
II. Grade. October. Hoecker.



The Haymaker.  
IX. Grade. October. Adam.



The Balloon.  
IV. Grade. October. Dupre.



III. Grade. October. September. Zube.



V. Grade. October. The Shepherdess. Mille.



VI. Grade. October. Oxen Going to Labor. Troyen.

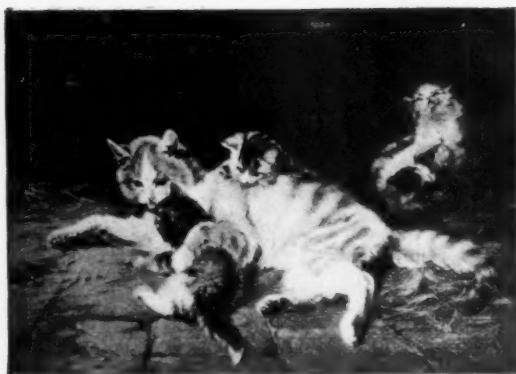


VIII. Grade. October. The End of Labor. Breton.

vas or paper. To thus treat the list of examples would take more space than we have at our command; but a subject which might be chosen to illustrate such study is Turner's "Fighting Téméraire Towed to Her Last Anchorage."

The "Fighting Téméraire" deserves her reputation, not only as the artist's masterpiece, as a great picture, but as a vessel whose glory far outshines the sunset of her end.

She came to England's flag, a bride by capture in her



I. Grade. October. The Cat Family. Adam.  
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VII. Grade. October. The Gleaners. Millet.

### Christmas Series.



Madonna Under the Arbor.  
III. Grade. December. Dagnan-Bouveret.



Rest in Flight into Egypt.  
IV. Grade. December. Knaus.



Holy Night.  
II. Grade. December. Correggio.



Sistine Madonna.  
V. Grade. December. Raphael.



Madonna, Christ Child, and St. John.  
VII. Grade. December. Bouguereau.



Holy Family.  
VI. Grade. December. Murillo.





I. Grade. December. Arrival of the Shepherds. Lerolle.



VIII. Grade. December. Boy Jesus in the Temple. Hofmann.

robes of smoke from the battle of the Nile, when Nelson broke the pride of France, and took captive a large majority of the enemy's sail. At Trafalgar bay, she covered herself with glory. She was the second ship of the line after the redoubtable Victory, and her noble Hardy lashed alongside two captives, before he was called to the flagship ere Nelson breathed his last.

"Of all pictures not visibly involving human pain, this is, I believe, the most pathetic ever painted," writes Mr. Ruskin. "The utmost pensiveness which can ordinarily be given to a landscape depends upon adjuncts of ruins; but no ruin was ever so affecting as this gliding of the vessel to the grave. This particular ship, crowned in the Trafalgar hour of trial with chief victory, surely, if ever anything without a soul deserved honor and affection, we owed them here. Surely some sacred care might have been left in our thoughts for her, some quiet space amid the lapse of English waters? Nay, not so. We have stern keepers to trust her glory to — the fire and the worm. Nevermore shall sunset lay golden robe around her, nor starlight on the waves

that part at her gliding. Perhaps where the low gate opens to some cottage garden, the tired traveler may ask idly why the moss grows so green on the rugged wood, and even the sailor's child may not answer, nor know, that the night dew lies deep in the war rents of the wood of the old *Téméraire*."

This glorious ship of the past, this relic of the days when England's bulwark was her wooden walls, this representative of seamanship, cloudlike canvas, and days of breeze is going to her last anchorage. Her day of glory is sinking into the night of neglect. Twilight hangs about her; night will soon come down.

These are some of the thoughts which this picture will call up to the boys and girls, and which the teacher, by skilful direction, may lead the class to feel. Perhaps the fate of this English ship will come home to the American youth all the more keenly if a comparison be made with one of our vessels—our Constitution, for instance, whose fate at one time hung in the balance, and which would undoubtedly have come to a similar end had it not been for Dr. Holmes' stirring lines.



IX. Grade. December. Christmas Chimes. Blashfield.



IV. Grade. February. Madonna of the Chair. Raphael.

## Old Masters' Series.



Prince Don Balthazar.  
II. Grade. February.

Velasquez.



James, Duke of York (Baby Stuart),  
I. Grade. February.

Vandyck.



Portrait of an Old Woman.  
III. Grade. February.

Rembrandt.



Madonna Under the Apple Tree.  
V. Grade. February.

Rubens.



Meyer Madonna.  
VI. Grade. February.

Holbein



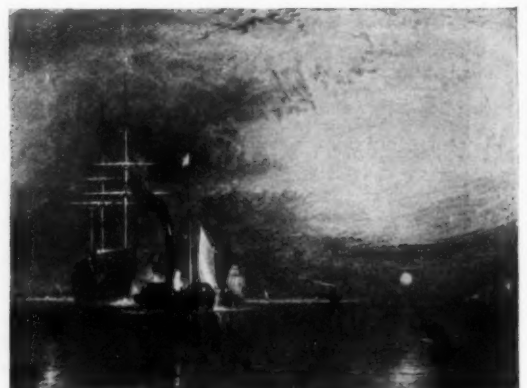
Assumption.  
VII. Grade. February.

Titian



VIII. Grade. February. The Angels

Millet.



IX. Grade. February. Fighting Temeraire. Turner.

Modern Series.



Mother and Daughter.  
III. Grade. April.



Charitas.  
I. Grade. April.  
From a Copley print copyrighted by Curtis & Cameron. Reproduced by permission.



Frightened Bather.  
II. Grade. April.



VII. Grade. April. Joan of Arc. Bastien-Lepage.



IX. Grade. April. The Prophets. Sargent.  
Copyright, Curtis & Cameron.



The Golden Stairs.  
VIII. Grade. April. Burne-Jones.



VI. Grade. April. Heading from Home. Alma-Tadema.



IV. Grade. April. Pilgrim Exiles. Boughton.



Queen Louise.  
V. Grade. April. Richter.  
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## Spring Series.

Copyright, 1893, by Photographische Gesellschaft, Berlin. Reproduced by permission.



IV. Grade. June.

The Shepherdess.

Lerolle.



I. Grade. June.

The Nursery.

Waterlow.



III. Grade. June.

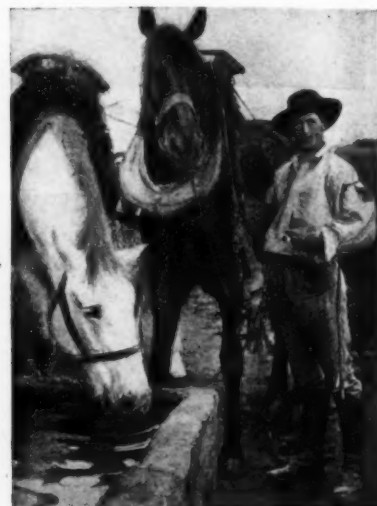
The Butter Maker.

Millet.



V. Grade. June.

Song of the Lark.



Breton.

VII. Grade. June.

At the Watering Trough.

Dagnan-Bouveret.



VIII. Grade. June.

Dance of the Nymphs.

Corot.



VI. Grade. June.

The Rainbow.

Millet.



II. Grade. June. Watering Trough in the Meadow. Dupre.



IX. Grade. June.

Aurora.

Renoir.

## The School Boy.

We bought him a box for his books and things,  
And a cricket bag for his bat;  
And he looked the brightest and best of kings  
Under his new straw hat.

We handed him into the railway train  
With a troop of his young compeers,  
And we made as though it were dust and rain  
Were filling our eyes with tears.

We looked in his innocent face, to see  
The sign of a sorrowful heart;  
But he only shouldered his bat with glee,  
And wondered when they would start.

"Twas not that he loved not as heretofore.  
For the boy was tender and kind;  
But his was a world that was all before,  
And ours was a world behind.

'Twas not that his fluttering heart was cold,  
For the child was loyal and true;  
But the parents love the love that is old,  
And the children, the love that is new.

And we came to know that love is a flower  
Which only groweth down;  
And we scarcely spoke for the space of an hour  
As we drove back through the town.

—“The Home Magazine.”

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## For Flower Decoration.

Clarence M. Weed, the author of the delightful little book called "Ten New England Blossoms," suggests in "Art Education" for May that with a little intelligent effort, the use of flowers in the school-room might mean much more than it does. Flowers are available where pictures are not, and they justly claim careful consideration from those who seek to enrich the realm of childhood. An excellent means of stimulating pupils' appreciation of flowers is by the use of a Japanese bamboo wall stick. These may be bought at the Japanese shops for twenty-five cents, and they will afford gratification to any lover of flowers.

Mr. Weed makes some suggestions for flower arrangement with the bamboo holder. After you have purchased the vase, he says, select, if possible, a clear wall space, where there is nothing to interfere with the display of flowers. If it is so situated that you can, upon occasion, put a small table in front of it, so much the better. It is very desirable that this wall be of a good color for a background—a deep yellowish-buff or a delicate greenish-gray are perhaps the best colors, as these harmonize well with the colors of many flowers. The buff color has the advantage of blending prettily with the yellowish-brown of the bamboo.



Courtesy of "Art Education."

Having selected the wall space, insert a nail or straight, gilt hanger in a suitable place, and hang the bamboo on this through the hole in the back near the top. Before doing this, however, it is well to pour water into each compartment of the holder, not quite filling them; by so doing, you are less likely to splash the water upon the wall. A great variety of flowers can be used to advantage in these receptacles. The results are most striking when the blossoms are of good size, with the stems rather long. White daisies, China asters, marigolds, chrysanthemums, fleur-de-lis, marguerites, roses, and carnations are excellent for the purpose. The decorative effect may be increased by the judicious use of a vase of similar flowers upon a table in front of the wall.

Men and medicines are judged by what they do. The great cures of Hood's Sarsaparilla give it a good name everywhere.

## The Cleveland Plan of Decoration.

By L. H. Jones, Superintendent of Schools, Cleveland, Ohio.

In common with teachers everywhere, I have been greatly interested in the movement now sweeping over the country for the use of pictures and other works of art in school-room decoration. Especially has it interested me to notice the centralization of the movement about the one idea of the use of reproductions of great works of art in preference to poor originals. It occurred to me, that in helping forward this general movement, it might be of interest to make a simple statement of what we are attempting to do in Cleveland, and to give, perhaps, along with this account, some suggestions of the methods by which we are trying to accomplish our purposes.

The teachers of the public schools of Cleveland have formed themselves into an art education society, whose purpose is to raise, outside of regular school revenues, a suitable sum of money to be expended in the purchase of reproductions of the best works of art in pictures and statuary of all ages. Three methods of raising money are prominent among all that have been thought of and practiced; namely,

First: Memberships in the society, at one dollar each.

Second: Larger donations from persons specially interested in the work and who feel that this is a worthy way of using surplus money.

Third: Through exhibits of pictures and other works of art to which an admission fee is charged.

It is to be especially noted that these pictures are to serve a double purpose when placed in the school-room. In a way, they are to assist in what may be called the decoration of the school-room; but this is, in fact, the lesser side of their real usefulness. It is hoped, through their very presence in the school-room, to create an art spirit and an interest in the ideas and motives embodied in the great works of art themselves. It is true that some efforts should be made toward giving definite instruction through the use of these pictures, but the chief reliance is placed upon their silent and continuous influence in the school-room.

In carrying out the idea of an exhibit of pictures for the purpose of securing funds, it was finally thought best to make this exhibit itself an educational force among teachers and children of the schools, as well as with the public generally. To this end, great care was taken to secure worthy pictures and statues, and to exclude from the exhibit everything unworthy of the purpose for which it was held. That we might secure the best reproductions from each of the great publishers, we placed the work of selection in the hands of the Helman-Taylor Company, a local firm who have recently gone very extensively into the work of supplying reproductions of good pictures, representing, as they do, such firms as Braun, Clement & Company, Franz Hanfstaengl, Soule Photograph Company, and others of like character. In this way, we saved ourselves much trouble in detail, and we were enabled to get the best reproductions of all subjects for our exhibit. Through them, the collection of many thousands of subjects, covering a wall space of over 4,000 square feet, was brought together, and these we exhibited daily in a large cyclorama building, for a period of ten days. Our teachers were thus enabled to study the collection at large through the several evenings of the exhibit, and 10,000 of our pupils in the grammar grades were permitted through a portion of the day each to make such studies as the opportunity offered. The citizens, too, quite largely came to view the collection of pictures as indicating the character of the work which we expected to put into the public schools, and out of the exhibit a considerable sum was realized, which we expect to expend at once in pictures. The exhibit here proved so successful that the same collection has since been shown in Minneapolis, St. Paul, and Chicago, and I am told that it will make a complete tour of the larger cities of the United States during next year.

This is a brief and somewhat imperfect statement of the initial steps of what we hope may prove a permanent force in an educational way in our schools. We intend to make the society a permanent one, and to give into its charge the placing of these works of art in every new school building erected in the city.

## The Educational World.

### Influence of Surroundings.

"Beauty about the Schools," was the subject of a paper recently read by Supt. W. D. Miller before the Southampton (Mass.) Improvement Society. The paper was in part as follows: "At first thought it might seem that the appearance of a school-room need not affect the character of the influence of the school, but it does to a very large extent. The moral effect of a room is wonderful. We recognize this in our churches, where all the fittings are appropriate and harmonious, and the entire interior produces a feeling of reverence. Then why should not the impressions of the school-room, where the pupils spend five days of the week, affect their characters? In one of the cities of this state there is a new high school building that contains a large and appropriately furnished room where all the pupils meet for the opening exercises in the morning. I asked the principal if there was ever any difficulty in controlling so many together. He replied: 'No more than an audience in a church. There seems to be the same feeling of respect and reverence for the occasion.'"

In one of the school reports from a Massachusetts city, the committee say: "We hold that a love for the beautiful is, perhaps, second only to religion as a protection against the grosser forms of self-indulgence, and that it can best be kindled at an age when the mind is especially susceptible to the influence of habitual surroundings." Probably no one who has not been a teacher can understand how much easier it is to control a school in a pleasant, well ventilated school-room. The whole tone is different, and the fact that this is so is another proof that pupils are influenced by their surroundings, and that the educative value, in the highest sense, of an attractive school interior is great.

Freshly tinted walls cost little and add much to the general attractiveness of a room. In the report of the United States commissioner of education for 1895, a celebrated specialist writes as follows: "The walls of all school-rooms should have some color, for I have often seen children immediately and permanently recover from a persistent recurring diseased condition of the eyes, when removed from a school-room with white walls, and sent elsewhere to school, or kept at home, where the walls are tinted."

The principal color of the walls should be of an even tone, so that the amount of light reflected will be the same from all parts of the surface, as waving or clouded effects are very trying to sensitive eyes. With regard to the sensitiveness of the eye to the colors of the spectrum, the general rule is that the nearer the color is to the red end of the spectrum, the more irritating it is to the eyes, with the single exception that the extreme violet rays are also irritating. From this it will be seen that red and all its derivations should be rigidly excluded, and orange also is nearly as bad, while yellow should never be taken by preference, but may be justifiable in an otherwise dark and badly lighted room.

"Greens and blues are absolutely safe colors, and it is not necessary that the colors should be pronounced. All that has been said with regard to the colors on the walls is doubly true when applied to the color of the window shades, and this fact should always be taken into consideration in furnishing and decorating a school room."

Much is being done at present in the way of furnishing school-rooms with good pictures and pieces of statuary. In many schools pictures have been obtained by the pupils, each bringing two or three pennies. It is probable that they take a greater interest in the pictures when purchased in this manner.

If the school houses of any town could have neat well-kept grounds, interiors with freshly whitewashed ceilings and tinted walls, the furniture sound and modern, the walls decorated with a few good pictures, not necessarily expensive, and the floors kept clean, an influence would go forth that would not only be of the greatest value in the education of the pupils, but would be felt throughout the town.

### Salaries in Chicago.

Chicago, Ill.—The agitation for the raise of salaries for kindergartners and eighth-grade teachers is on in earnest. The primary teachers have attained their longed-for maximum of \$1,000, and the eighth-grade teachers want a raise from \$800 to \$1,050. The head assistants, who receive \$1,050 a year, want \$1,200. The kindergartners say they should have a maximum of \$800 a year. The outcome of their contention is still in doubt.

### The Sea Island Schools.

On the Sea Islands, off the Carolina coast, are negro schools which are doing, on a smaller scale, what Hampton and Tuskegee are doing for the elevation of the colored race. During the past winter, it has taxed every energy of the loyal and devoted workers to support the schools. This has always been a hard struggle, but the troublous times of the present have brought discouragement even to the faithful. Whitney and Penn schools, the two oldest, began their existence when the war was at its height. Northern friends gave generously, but when they were gone, others did not take their places; so the schools have had no sure means of support.

The troubles of the negroes have been pitiful. The islands have been swept by tidal waves, shattered by earthquakes, and

ravaged by tornadoes. The negro, lacking in the ingenuity and progressiveness of the white man, when he saw his slender shanty destroyed, thought his life was ruined.

When the phosphate mines were working, and the cotton brought good prices, there was work for all, and many strangers came to the islands. When work stopped, there were so many more mouths to feed with the scanty supply. The children of the schools need clothes, and the schools need money.

### Karl Betz Dead.

Kansas City, Mo.—Prof. Karl Betz, teacher of calisthenics and widely known as an author of books on the subject, died in the German hospital April 28, as the result of an operation for appendicitis. Prof. Betz was taken ill two weeks ago, and became steadily worse, until an operation was decided upon. He rallied after this was performed, but grew worse later until his death. Prof. Betz was born in Milwaukee, Wis., and received his early education in that city. He then took a course in medicine in Germany, and returned to this country fifteen years ago. He became interested in physical culture while in Germany, and introduced the system now in use in the Kansas City schools. Prof. Betz was 44 years of age.

### E. E. Smith Retires from D. C. Heath & Company.

Atlanta, Ga.—Mr. E. E. Smith, the Southern manager of D. C. Heath & Company, has severed his connection with the firm. He was formerly a professor in Kentucky state university for twenty years, and in 1887 resigned, to take charge of the Chicago house of D. C. Heath & Company. After building up a fine business there, he came to Atlanta in 1894, and rapidly duplicated his Chicago success. Mr. Smith will remain in Atlanta, where he is very popular. A further notice of his work will appear in the next school board issue of *The School Journal*.

### A New College for Women.

Philadelphia, Pa.—The trustees of the University of Pennsylvania have decided to establish a college for women in connection with that university. Col. Joseph M. Bennett has given four houses on Walnut street, valued at \$80,000, for the purpose. These buildings will be destroyed, and new ones erected in their places. The college will bear the same relation to the university that Radcliffe bears to Harvard and Barnard to Columbia.

### Brief Items.

The St. Paul gymnasium in Westphalia, originally a convent, but now a public school, recently celebrated the 1,100th anniversary of its foundation.

Indianapolis, Ind.—The commissioners have not elected Supt. Goss's successor, though it is believed they have agreed upon a man, and are waiting for him to visit the city.

Hudson, Mass.—Supt. W. F. Kelly, in his annual report of the public schools, says that there is at present one teacher to every 35 pupils in the grammar grades. In both grammar and high schools the teaching is departmental as far as possible. The Teachers' Reading Circle, which meets on each Thursday evening of the winter term to read and discuss a standard book on education, is a voluntary organization which includes twenty-seven of our teachers. The efforts of the superintendent have been specially along the line of organization. He considers that it is according to the natural order to better the conditions of teaching, than the teaching itself.

A resolution has been introduced in the Brooklyn school board by Mr. Weis, embodying all the salary provisions of the Ahern bill, vetoed by Gov. Black. The resolution was referred to the special committee on salaries. It is thought that the committee will report favorably.

In a report to the borough board of education, Supt. Stevens, of Queens, says that, not only are the schools in Long Island City overcrowded, but 3,000 children have been denied admittance. In one room, formerly used as a saloon, and totally unfit for school use, ninety children are being taught.

Newark, N. J.—Thomas Butler, janitor of the public school in East Newark, has been granted leave of absence by the board of education. He is going to the war in the navy, to take the place of his son, Fred, who was killed on the Maine.

Plainfield, N. J.—The board of education, acting on the advice of Supt. Maxon, passed a resolution calling the attention of the chief of police to the law concerning employment of children under fifteen. The school boys have lately neglected their studies, to stay on the streets and sell war extras of the New York papers.

The annual exhibition of the work of Pratt institute will be held Thursday evening, May 12, Friday afternoon and evening, May 13, and Saturday afternoon, May 14. The exhibition will include the work of all departments of the institute, with the exception of the high school and the library.



## New York City Notes.

### The Question of Examinations for Promotion of Teachers.

Must the ten thousand teachers of New York city submit to special scholastic examinations for promotion and increase of salary? If so, who shall prescribe the form and conditions of such examination and the subjects in which teachers are to be examined? are questions now uppermost in the minds of every ambitious teacher in the greater city.

The central board of education, the borough school boards and the borough superintendents all lay claim, under the city charter, to the right to determine the requirements for a teacher's promotion.

In the meantime City Supt. Maxwell has recommended to the central board of education, as provided in section 1081 of the charter, the minimum requirements for teachers that are to prevail throughout the greater city, and in these recommendations the superintendent lays down certain special examinations or their equivalents that must be passed before a teacher can secure the higher grade of license.

Supt. Maxwell's minima are reported to be well received by the central board and a well-informed member tells *The School Journal* representative that he thinks the superintendent's recommendations will be adopted by the board.

For elementary schools Supt. Maxwell recommends four kinds of licenses for the regular teachers. They are teacher's license No. 1; teacher's license No. 2, license for head of department or assistant principal, and principal's license.

Teacher's license No. 2 is the one which most concerns teachers seeking promotion in salary. To secure teacher's license No. 2, Supt. Maxwell recommends that the applicant must have "had successful experience in teaching for four years in the city of New York" and "must produce evidence of having successfully pursued, in some recognized institution of learning, a course of study satisfactory to the city superintendent, in some branch of science or of literature, or in professional work, since his or her employment as a teacher," or the applicant must pass "a satisfactory examination in principles and methods of teaching."

Supt. Maxwell says: "Teacher's license No. 2 may be used by any of the school boards to determine the promotion of teachers in regard to grade of class taught, or in regard to grade of pay, or in regard to both, and will be the lowest grade of license after July 1, 1898, to qualify the teacher of an ungraded school."

The borough board of school superintendents of Manhattan-Bronx assert, under section 1081 of the charter, that the borough superintendents alone have the right to recommend kinds and grades of licenses, and that their recommendations must be adopted by the borough school boards.

On the other hand, members of the Manhattan-Bronx school board claim the right to amend or overrule the recommendations of the borough superintendents. So that, including Supt. Maxwell's plan of promotions three plans for promotions are now being discussed.

As a majority of the central board of education is made up of members of the Manhattan borough board, the views of the latter may finally prevail throughout the entire city.

Mr. Prentiss, a member of both the central board and of the Manhattan borough board told *The School Journal* representative that his associates were still undecided as to Supt. Maxwell's recommendation for teacher's license No. 2. Mr. Prentiss thought that at least one special examination for promotion would probably be adopted, but it might be the examination for head of department instead of for simple promotion. Since learning Supt. Maxwell's views on the subject of examinations Mr. Prentiss said that the borough board felt that special examinations should be reduced to a minimum. He thought if an examination were provided it might be as much for the purpose of giving teachers long in the service, and now working for low salaries, a speedy promotion, as for any other reason.

Supt. Jasper told *The School Journal* representative that he favored no special examinations for promotion of teachers after a teacher had once secured his permanent license, until that teacher came to apply for the position of head of department or for a principalship.

It is understood that the borough board of superintendents of Manhattan-Bronx favor leaving the question of a teacher's fitness for promotion and increase of salary in the hands of the superintendents, to be determined by their class-room examinations and inspections and by the reports of principals. The present schedule of salaries adopted by the Manhattan-Bronx board, with some slight modifications, and with the special examination feature eliminated, is satisfactory to the superintendents. The latter object to the salary and license questions being considered together. They believe that a teacher's scholastic fitness is determined when he takes the examination for preliminary license, and that he "should not be worried" with further examinations after he has secured his permanent license. Mr. Burlingham, chairman of the committee on teachers of the Manhattan-Bronx board, expressed himself as heartily in favor of Supt. Maxwell's proposed minima, and of the requirements for license 2 as a basis for the promotion of teachers in Manhattan-Bronx.

### The New York Society of Pedagogy.

A Botany Field day will be held, under the direction of Miss Eldredge, at Montclair, New Jersey, May 21. Teachers de-

sirous of taking part should leave Barclay street at 10:30, or Christopher street at 10:35 A. M., to connect with the D. L. & W. train, which leaves Hoboken at 10:46, reaching Montclair at 11:20. Fare for the round trip is fifty cents.

### The Mayor Wants Data.

Mayor Van Wyck has sent to the presidents of the borough school boards letters asking the location of school buildings in process of erection, the contracts outstanding, the names of contractors, the present condition of the work, payments made and to be made; in short, all the available data with regard to the new schools.

### School Budget Approved.

The board of estimate and apportionment on Monday voted the appropriation of 1898 for the city schools. There was no opposition to the figures of the budget, and the money was voted without friction. The total budget is \$11,592,942.49. This is divided as follows:

Manhattan-Bronx.....	\$6,962,145.92
Brooklyn.....	3,614,629.00
Queens.....	690,424.98
Richmond.....	325,742.59

The board rested on the opinion of the corporation counsel, that as the school system does not go into operation until July 1, the Central board cannot pay any salaries of employees until that time. This, of course, does not affect the teachers, who will probably receive their pay regularly hereafter.

### Teachers' Salaries to Be Left in the Hands of School Boards.

The question of teachers' salaries is to be left in the hands of the borough school boards. This conclusion is foreshadowed in an opinion by Senator Ahern, which is approved by the mayor, that the municipal assembly has no power in the matter.

Senator Ahern says: "Even if the municipal assembly and the board of estimate and apportionment had control of the subject, as the governor insists, they would be unable to exercise it this year, since the board of estimate and apportionment has the power under section 11 of the charter, after July 1 of this year only, to divide the school fund among the different boroughs."

"It would seem that the mayor's investigation as to the power of the municipal assembly in the matter would settle the question; that nothing short of statutory enactment could accomplish the purpose of increasing the salaries of a hard-worked and most-faithful force of public servants."

### In and About Greater New York.

- May 16.—Meeting of the Teachers' Mutual Aid Society, City college, 4 P. M.
- May 16.—Primary Teachers' Association, City college.
- May 17.—Teachers' Association, city of New York, meeting of delegates and directors, City college, 4 P. M.
- May 19.—New York Society of Pedagogy, P. S. No. 6, Madison avenue and 85th street.
- May 20.—The Emile, City college.
- May 21.—Richmond Borough Teachers' Association.

### Arbor Day Exercises of P. S. 142.

It was my good fortune to be present at the Arbor day exercises of public school No. 142.—Mrs. A. B. Reed, principal. The building was originally intended for a market, but was secured by the inspectors of the twenty-eighth district for a school. It was opened for the registering of pupils Feb. 1, 1897; 623 names were enrolled. On the eighth of the month school was opened, with upward of 900 pupils in seventeen classes. In a little over a year it has grown to 1,300 pupils and twenty-three classes.

The school was organized by Miss E. J. Lichtenstein, who took charge until March 1, when Mrs. Kate T. Bell became acting principal, and, with an efficient corps of teachers, successfully carried on the work of the school under difficulties which will be long remembered by those who survived them. On the first of April, one year ago, the present principal, Mrs. A. B. Reed, was installed by Supt. Farrell. The school has certainly prospered under her administration.

The exercises on Arbor day consisted of songs, recitations, quotations, etc. Special mention should be made of the dolls' chorus by a class of little girls, and the dumb-bell exercise with colored-paper dumb-bells. The French and German quotations reflected credit on the teachers of those branches. A beautiful flag was presented by the inspectors of the twenty-eighth district, Messrs. McCord, Hirsh, and Naymiche. The flag was presented by Inspector McCord with a patriotic speech.

The exhibition of school work by the pupils spoke well for the school. The room and teacher's platform were decorated with potted plants and flowers. The red, white, and blue, with the flowers and plants, made a pleasing effect. At the close of the program, the pupils saluted the flag, and were sent to their respective rooms.

A new school-house is necessary in this locality, and I trust the day is not far distant when Mrs. Reed and her efficient corps of teachers will occupy a new building. J. H. B.



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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

#### SUBSCRIPTION RATES.

TWO DOLLARS AND FIFTY CENTS a year in advance. One dollar and twenty-five cents for six months. Single copies, six cents. School board numbers, ten cents. Foreign subscriptions, three dollars a year, postage paid.

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Will be furnished on application. The value of THE SCHOOL JOURNAL as an advertising medium is unquestioned. The number and character of the advertisements now in its pages tell the whole story. Circulating as it does among the principals, superintendents, school boards, and leading teachers, there is no way to reach this part of the educational field so easily and cheaply as through its columns.

#### May Magazines.

The May "St. Nicholas" opens with a timely article by Tudor Jenks on "Three Boys in Armor," containing pictures of William II. of Orange, Don Carlos Balthazar, of Spain, and Prince Charles, afterward King Charles II. of England. Gelett Burgess contributes a characteristic poem on "The Giant Baby." "Pusinella" is a bright story of a cat, and "In Old Florence," a profusely illustrated story by Rebecca Harding Davis. "Tommy de Vere, or the Horrors of Heraldry," by Frank Valentine, is a poem not to be read just before retiring. "The Buccaneers of our Coast," by Stockton, "Denise and Ned Toodles," by Gabrielle E. Jackson, and "Two Biddicut Boys," by J. T. Trowbridge, are all continued stories.

"The Ascent of the Enchanted Mesa," by F. W. Hodge, is a weird and thrilling

EVERY LOT OF IVORY SOAP (every "boil" a Soapmaker would say) is carefully analyzed, and frequent comparisons are made with analyses of the best popular castile and toilet soaps. IVORY SOAP contains less of impurities, less of free alkali and more real soap than any of them; that is why it can be freely used without fear of injury to the rose leaf skin of the baby, to the sheerest of linens or to the daintiest of laces.



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article in the May "Century." It is a fully illustrated account of a trip among the Pueblo Indians of Arizona and New Mexico, and the ascent of the famous Mesa of Katzimo. "The Beethoven Museum at Bonn" is an article by H. E. Krehbiel, with pictures by Louis Loeb. "Submarine Photography," by Prof. Louis Boutan, of the Sorbonne, the inventor of this new art, describes the process of photographing under water, the difficulties encountered, and the success attained. Several submarine views accompany the article. Thomas Bailey Aldrich writes a humorous sketch of "His Grace the Duke" of Suffolk and an interview with his remains.

Oscar Chrisman lets us into "The Secret Language of Childhood" in its various forms. "The Scramble for the Upper Nile," by R. Dorsey Mohun, describes the contest between England and France in Egypt, with a prophecy of England's triumph. Ernest F. Fenollosa writes an exhaustive "Outline of Japanese Art," with unique and unpublished examples. Gen. "Joe" Wheeler describes "An Effort to Rescue Jefferson Davis," and its failure. "Railway Crossings in Europe and America," by Franklin B. Locke, is a convincing argument for the abolition of the grade crossing. Benjamin Ide Wheeler writes his second article on "The Seven Wonders of the World," describing the pyramids. Ambassador White gives a sketch of "A Statesman of Russia," Constantine Pobedonostzeff. Prof. Trowbridge, of Harvard, writes on the X-rays, Mrs. Schuyler Van Rensselaer on "The Mother City of Greater New York," and Brander Matthews on "After Dinner Oratory." Several short stories and poems complete the number.

"Awakened Russia" is the leading feature of "Harper's Magazine" for May. This is the first of a series of articles by Julian Ralph, treating Russia as a militant power in the forefront of modern political and territorial movements. Col. William Ludlow, U. S. A., chairman of the first Nicaraguan commission writes for this number on "The Trans-Isthmian Canal Problem." "East Side Considerations" is a bright and sympathetic picture of life in that interesting district, with here and there a contrast with Fifth avenue, not altogether to the advantage of the latter.

W. A. Rogers embellishes the article with his pen.

"Varallo and the Val Sesia," by Edwin Lord Weeks, is an account of a comparatively unknown Italian artist, considered by many to be Raphael's superior. To this is added a graphic sketch of life in an unexplored corner of Italy. Andrew Wilson, M. D., contributes his second paper on

## Tested and Tried For 25 Years

Would you feel perfectly safe to put all your money in a new bank? One you have just heard of?

But how about an old bank? One that has done business for over a quarter of a century? One that has always kept its promises? One that never failed; never misled you in any way?

You could trust such a bank, couldn't you?

## SCOTT'S EMULSION

of COD-LIVER OIL WITH HYPOPHOSPHITES is just like such a bank. It has never disappointed you, never will. It has never deceived you, never will.

Look out that someone does not try to make you invest your health in a new tonic, some new medicine you know nothing of.

50c. and \$1.00; all druggists.  
SCOTT & BOWNE, Chemists, New York.

# Pears'

Pretty boxes and odors are used to sell such soaps as no one would touch if he saw them undisguised. Beware of a soap that depends on something outside of it.

Pears', the finest soap in the world is scented or not, as you wish; and the money is in the merchandise, not in the box.

All sorts of stores sell it, especially druggists; all sorts of people are using it.



**Arnold  
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## Dress Fabrics.

Silk Stripe and Open Work Nun's  
Veilings,  
Fancy Grenadines, Barèges,  
Colored Cashmere, Camel Hair,  
Drap d'Eté,

## Fancy Suitings.

Check, Stripe and Mixed Tweeds  
and Cheviots, Printed Challies.

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## THE CHRISTY SADDLE.



Is ridden by over 5,000 American, Canadian, English, French and German physicians, and endorsed as the proper and correct anatomical saddle. All injurious effects avoided. All leading bicycle manufacturers furnish the Christy Saddle as a regular equipment or an option without additional charge at retail. Avoid cheap imitations. Insist on the genuine Christy. Once a Christy rider, always a Christy advocate. Christy Booklet mailed free.

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**TOILET POWDER**

The only Talcum Powder with a national reputation as a perfect toilet requisite. Little higher in price, but a reason for it. This trade mark on box cover is a guarantee of ABSOLUTE PURITY. Take no substitutes which are liable to do harm. For sale everywhere, or mailed on receipt of 25 cents. (Free Sample.)

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**THE ST. DENIS**

EUROPEAN PLAN  
Broadway and 11th Street, New York.  
(Opposite Grace Church.)

The popular reputation the St. Denis has acquired can be readily traced to its—  
Unique Location, Home-like Atmosphere,  
Excellent Cuisine, Courteous Service,  
and Moderate Prices.

WM. TAYLOR & SON, Props.

At the End of Your Journey you will find  
it a great convenience to go right over to  
**The GRAND UNION HOTEL**  
Fourth Ave., 41st and 42d Sts.,  
Opposite Grand Central Depot, New York.  
Central for shopping and theatres.  
Baggage to and from 41st St. Depot free.  
Rooms, \$1.00 per day and Upwards.

**BUCKEYE BELL FOUNDRY,**  
CINCINNATI, O., U. S. A.  
Best Grade Copper and Tin  
School, College & Academy Bells  
Price and Terms Free. Name this paper.

"Some Byways of the Brain," and Prof. W. T. Hewett writes on "University Life in the Middle Ages," with its peculiar customs and manners. This is full of amusing anecdotes and is thoroughly illustrated. Frederic Remington, Marguerite Merington, Paschel Coggins, Robert Stewart, and Gelett Burgess also contribute to this number.

"Scribner's" for May opens with an extremely interesting account of Undergraduate Life at Wellesley, by Abbe Carter Goodloe. This is a reflection of the everyday life of the students, with its humor and pathos, its work and play. The article is profusely illustrated. Vassar will be described in June, and Smith in July. Walter A. Wyckoff's instalment of "The Workers—The West" deals with the social problems in Chicago at the time of the World's Fair, giving a glimpse of the Socialists as they actually appeared to one who saw them closely. Senator Lodge's "Story of the Revolution" deals this month with the Burgoyne campaign and its results. Jesse Lynch Williams contributes a vivid and sympathetic account of the trials of "The New Reporter," a college graduate who gets broken in to the work after many conflicts with himself. "Red Rock," by Thomas Nelson Page, describes the first outbreak of the Ku Klux, and its effect on the negroes. A. B. Frost gives six full-page drawings on the pleasures and humors of bicycling.

This history-making epoch is fully treated in the "American Monthly Review of Reviews." Under the "Progress of the World" and "Record of Current Events," the diplomatic, financial, political, and military phases of the Cuban situation are discussed in a tone of broad and patriotic Americanism, completely, compactly, and judiciously. "The War Question in Cartoons," combining Spanish, Cuban, Mexican, and American cartoons, and the "Leading Articles of the Month" throw important side lights upon the discussion.

The first complete account of Secretary Seward's negotiations for the purchase from Denmark of St. Thomas is given in this number by W. Martin Jones, a state department official under Seward. Charles Johnston, late of the Bengal Civil Service, writes a brilliant account of Russia's new war minister, under the title, "Kurapatkin—War Lord of Russia." Charles D. Lanier writes on the late Anton Seidl; W. T. Stead tells the dramatic life history of George Müller, the founder of the Bristol orphanages, and William H. Hotchkiss details "The Movement for Better Primaries," with special reference to the new law in New York state.

Former Secretary of State Richard Olney, opens the May "Atlantic" with an able article on "The International Isolation of the United States," deprecating the existing conditions of our international policy and urging greater interest in the affairs of the family of nations. John T. Morse, Jr., contributes a timely article on "The Dreyfus and Zola Trials," and Prof. Hugo Muensterberg writes another of his powerful psychological articles, entitled "Psychology and the Real Life," "Eng-

## Food Caused Pain

### Catarrh of the Stomach Cured by Hood's Sarsaparilla.

"I was taken sick about a year ago with catarrh of the stomach. At times I would have a ravenous appetite and at other times could not eat. My food caused me excruciating pain. I was running down so fast I had to stop work. My friends urged me to take Hood's Sarsaparilla. I did so and soon began to feel better. The disagreeable symptoms of disease gradually passed away and flesh and strength returned. I owe it all to Hood's Sarsaparilla." MARY L. CUMMINGS, North Brookfield, Mass. Remember

## Hood's Sarsaparilla

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lish Literature and the Vernacular" is an interesting article by Mark H. Liddell. Bradford Torrey contributes his second instalment of "A Nook in the Alleghanies," and Ainsworth R. Spofford begins a series of "Washington Reminiscences" with delightful character studies of William Pitt Fessenden and Peter Force. Rev. S. M. Crothers writes interestingly on "The Evolution of the Gentleman," and Prof. T. J. J. See, contributes another of his astronomical articles "Great Explorers of the Southern Heavens." The short stories in this number are "Her Last Appearance," by Ellen Olney Kirk, and "No Quarter" by Francis Willing Wharton. Stephen Phillips has a poem "After Rain," and "The Changed Fashion of the Proposal in Fiction" is the most interesting article in "The Contributors' Club."

The "New England Magazine" for May opens with an article by Allen French on "Municipal Art in the Netherlands." This is companion article to that on "Municipal Art in Italy," by the same author, in the March number. Dr. Lewis G. Janes contributes a sketch of "Samuell Gorton of Rhode Island"—a striking but little known character. Harry Edward Miller writes on "The Spy of the Neutral Ground," treating of the original of Cooper's "Harvey Birch" in "The Spy." "Some Professional Swimmers" is an article by William Everett Cram, a young naturalist, on the habits of the otter, mink, muskrat, etc. Rev. Collis G. Burnham writes on Chicopee, Mass., which celebrates its semi-centennial this month. Mr. Charles Noel Flagg writes a short, but interesting paper on "Education in Art for Children."

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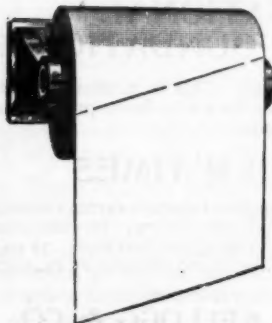
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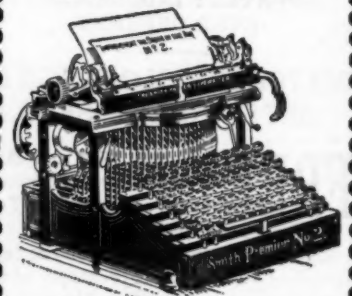
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